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| **Teacher:**  **Cynthia Morgan** | | **Subject:**  **Algebra Series** |
| **Unit Title:**  **UNIT One**[**:** Variables and Expressions](_A1P1_Unit_1_Guide.docx)  **(0-2) Class Expectations and**  **Procedures**  **Sets of Real Numbers** | | **Day #: 1**  **Date:09-04-2012** |
| **VA SOL Objectives:**  **A.1** The student will represent verbal quantitative situations algebraically and evaluate these expressions for given replacement values of the variables.  **A.3** The student will express the square roots and cube roots of whole numbers and the square root of a monomial algebraic expression in simplest radical form.  **A.4** The student will solve multistep linear and quadratic equations in two variables, including  b) justifying steps used in simplifying expressions and solving equations, using field properties and axioms of equality that are valid for the set of real numbers and its subsets;  **Graphing calculators will be used both as a primary tool in solving**  **problems and to verify algebraic solutions.** | | |
| **VA Beach Objectives:**   |  |  | | --- | --- | | **A1H.EX.1.1** | The student will be able to discriminate between subsets of the real number system. | | **A1H.EX.1.2** | The student will estimate and express the square roots and cube roots of whole numbers. **(SOL A.3)** | | **A1H.EX.1.3** | The student will write mathematical expressions for verbal expressions and verbal expressions for mathematical expressions, and evaluate the expressions for given replacement values of the variables, including applications in science, technology, engineering, or mathematics (STEM). (SOL A.1) | | **A1H.EQ.1.4** | The student will identify and apply the field properties and axioms of equality valid for sets of real numbers and its subsets. (SOL A.4 b) | | **A1H.EX.1.5** | The student will perform operations with real numbers, using order of operations to  evaluate numeric and variable expressions, including applications in science,  technology, engineering, or mathematics (STEM), and will simplify algebraic  expressions. **(SOL A.1** | | | |
| **Enduring Understandings** | | **Essential Question(s)** |
| **ORDER, COMMUNICATION, AND RULES OF MATHEMATICS**   1. Mathematics consists of rules and structures that provide guidelines by which we perform operations and make calculations. 2. Algebra is a tool for describing and representing patterns and relationships and reasoning about quantitative situations so that the relationships become apparent. 3. Numbers can be categorized into sets and the characteristics of the numbers in those sets affect the way we perform operations with those numbers. | | 1. **Why is order important?**    1. Why did mathematicians create an order of operations and how do they affect how we perform calculations?    2. How do operations with rational numbers compare to operations with integers?    3. How are numbers categorized and how do the characteristics of those numbers affect how we make calculations with them?    4. How do properties of real numbers affect how we perform calculations? 2. **What does it mean to communicate mathematically?**    1. How do we communicate different situations using the rules of mathematics?    2. How can you explain real world situations using algebra? |
| **21st Century Learning Look-For (Critical Thinking, Innovation, Problem Solving, Collaboration)** | | |
| Students successfully grapple with higher-order questions asked by teacher.  Students articulate meaningful responses to “so what” (what if, why).  Students generate higher-level questions.  Students engage in authentic learning activities and/or create authentic work.  Students defend positions with justification based on factual evidence and data.  Students analyze and solve problems by generating a variety of ideas and solutions. | | Students recognize and pose problems inherent in a given situation.    Students adapt learned knowledge to more complex/ambiguous situations.  Students use and explain the right method of thinking (reasoning, decision making, problem solving, making judgments).  Students evaluate and communicate their own thinking.  Students make connections and predictions using prior knowledge.  Students select, create, use and communicate effectiveness of a variety of tools, such as graphic organizers. |
| **VBCPS Continuum for 21st Century Skills**  (Utilizing the 21st Century Skills Continuum, indicate which 21st century skills students will engage in through this plan – the use of these skills should be evident in the scope and sequence) | | **Assessments – Formative and Summative**  (How will students demonstrate understanding? How will you know students are “getting it”?) |
| **Critical Thinking**  **Creative/Innovative Thinking**  **Problem Solving**  **Information Literacy**  **Listening** | **Collaboration**  **Communication**  **Social Responsibility**  **Sustainability**  **Interdependence**  **Health Literacy** | * SEE PAGE 2E in Teacher’s Edition for more Formative Assessments * Teacher Observation – checklists or informal observations of individual student understanding * Formative Questioning – whole group, small group or individual questioning of student understanding * White Boards – quick checks of concept understanding * Homework checks and quizzes * Exit Tickets * Quia Games – <http://www.quia.com/web> 30-day free trial available; otherwise this website now requires a subscription fee * Games (BINGO, Jeopardy, Dominoes, Teacher-made gameboards, Tic-Tac-Toe, etc.) * [Ice Breaker Activities](http://www.kimskorner4teachertalk.com/classmanagement/icebreakers.html) * [QuizStar](http://quizstar.4teachers.org/indexi.jsp)   **Summative Assessment**   * **UNIT 1 QUIZ or Textbook Assessments in Chapter 1 Resource Masters (Mid-Chapter Test covers 1-1 through 1-4 (page 59), Chapter Quizzes (page 57)** * [Assessment Matrix](file:///E:\Assessment%20Matrix%20Secondary%20Mathematics.docx) |
| **Scope and Sequence of Learning Activities (**include Warm-Up, Strategies, Assessments, Closure/Reflection, etc.; Indicate how the activities in the scope and sequence engage the student behaviors described by the look-fors and skills above**)** | | |
| PROCEDURES/ACTIVITIES (**W.H.E.R.E.T.O**.):   * **Complete Homeroom count** * **Assigned Seats** * **Pass out the agenda, Code of Conduct, and other materials** * **Fill in agenda** * **Go over key areas from the agenda** * **Fill out index cards: Name , address, phone#, bus #, mother’s name and cell, father’s name and cell** * **Go over Code of Conduct** * [**Student Search Game**](../Student%20Search.doc)   **Lesson**  [**Power point on Sets of Real Numbers**](realnumbersystemnotes.pptx)  [**Notetaker Real Numbers**](Resource_1-21_Notetaker_-_Real_Numbers_&_Properties.doc) | | |
| **Homework Activity** (ensure homework is meaningful, appropriate, and utilized as formative feedback) | | |
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| **Materials and Resources** | | **Strategies for Differentiation, Critical Thinking, Authentic Learning, Collaboration, Student-Centered Rigor** |
| Smart Board  Pencil/highlighters  Whiteboard  PowerPoint  Elmo  Graphing Calculators | | * Cooperative Learning * Smart Board Activities * Problem Solving Strategies * Questioning for Higher Order Thinking * STEM Applications |
| **Teacher Evaluation of Learning Plan (Notes for Future Use)** | | |
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| **Teacher:**  **Cynthia Morgan** | | **Subject:**  **Algebra Series** |
| **Unit Title:**  **UNIT One**[**:** Variables and Expressions](file:///E:\STORE%20N%20GO\Algebra%201Part%201\Unit%201%20Variables%20and%20Expressions\Algebra_I_Part_1_Unit_Guide%5b1%5d.doc)  **(0-2) Estimating Square Roots and Cubic Roots** | | **Day #: 2**  **Date:09-06-2012** |
| **VA SOL Objectives:**  **A.1** The student will represent verbal quantitative situations algebraically and evaluate these expressions for given replacement values of the variables.  **A.3** The student will express the square roots and cube roots of whole numbers and the square root of a monomial algebraic expression in simplest radical form.  **A.4** The student will solve multistep linear and quadratic equations in two variables, including  b) justifying steps used in simplifying expressions and solving equations, using field properties and axioms of equality that are valid for the set of real numbers and its subsets;  **Graphing calculators will be used both as a primary tool in solving**  **problems and to verify algebraic solutions.** | | |
| **VA Beach Objectives:**   |  |  | | --- | --- | | **A1H.EX.1.1** | The student will be able to discriminate between subsets of the real number system. | | **A1H.EX.1.2** | The student will estimate and express the square roots and cube roots of whole numbers. **(SOL A.3)** | | **A1H.EX.1.3** | The student will write mathematical expressions for verbal expressions and verbal expressions for mathematical expressions, and evaluate the expressions for given replacement values of the variables, including applications in science, technology, engineering, or mathematics (STEM). (SOL A.1) | | **A1H.EQ.1.4** | The student will identify and apply the field properties and axioms of equality valid for sets of real numbers and its subsets. (SOL A.4 b) | | **A1H.EX.1.5** | The student will perform operations with real numbers, using order of operations to  evaluate numeric and variable expressions, including applications in science,  technology, engineering, or mathematics (STEM), and will simplify algebraic  expressions. **(SOL A.1** | | | |
| **Enduring Understandings** | | **Essential Question(s)** |
| **ORDER, COMMUNICATION, AND RULES OF MATHEMATICS**   1. Mathematics consists of rules and structures that provide guidelines by which we perform operations and make calculations. 2. Algebra is a tool for describing and representing patterns and relationships and reasoning about quantitative situations so that the relationships become apparent. 3. Numbers can be categorized into sets and the characteristics of the numbers in those sets affect the way we perform operations with those numbers. | | 1. **Why is order important?**    1. Why did mathematicians create an order of operations and how do they affect how we perform calculations?    2. How do operations with rational numbers compare to operations with integers?    3. How are numbers categorized and how do the characteristics of those numbers affect how we make calculations with them?    4. How do properties of real numbers affect how we perform calculations? 2. **What does it mean to communicate mathematically?**    1. How do we communicate different situations using the rules of mathematics?    2. How can you explain real world situations using algebra? |
| **21st Century Learning Look-For (Critical Thinking, Innovation, Problem Solving, Collaboration)** | | |
| Students successfully grapple with higher-order questions asked by teacher.  Students articulate meaningful responses to “so what” (what if, why).  Students generate higher-level questions.  Students engage in authentic learning activities and/or create authentic work.  Students defend positions with justification based on factual evidence and data.  Students analyze and solve problems by generating a variety of ideas and solutions. | | Students recognize and pose problems inherent in a given situation.    Students adapt learned knowledge to more complex/ambiguous situations.  Students use and explain the right method of thinking (reasoning, decision making, problem solving, making judgments).  Students evaluate and communicate their own thinking.  Students make connections and predictions using prior knowledge.  Students select, create, use and communicate effectiveness of a variety of tools, such as graphic organizers. |
| **VBCPS Continuum for 21st Century Skills**  (Utilizing the 21st Century Skills Continuum, indicate which 21st century skills students will engage in through this plan – the use of these skills should be evident in the scope and sequence) | | **Assessments – Formative and Summative**  (How will students demonstrate understanding? How will you know students are “getting it”?) |
| **Critical Thinking**  **Creative/Innovative Thinking**  **Problem Solving**  **Information Literacy**  **Listening** | **Collaboration**  **Communication**  **Social Responsibility**  **Sustainability**  **Interdependence**  **Health Literacy** | * SEE PAGE 2E in Teacher’s Edition for more Formative Assessments * Teacher Observation – checklists or informal observations of individual student understanding * Formative Questioning – whole group, small group or individual questioning of student understanding * White Boards – quick checks of concept understanding * Homework checks and quizzes * Exit Tickets * Quia Games – <http://www.quia.com/web> 30-day free trial available; otherwise this website now requires a subscription fee * Games (BINGO, Jeopardy, Dominoes, Teacher-made gameboards, Tic-Tac-Toe, etc.)   **Summative Assessment**   * **UNIT 1 QUIZ or Textbook Assessments in Chapter 1 Resource Masters (Mid-Chapter Test covers 1-1 through 1-4 (page 59), Chapter Quizzes (page 57)** * [Assessment Matrix](file:///E:\Assessment%20Matrix%20Secondary%20Mathematics.docx) |
| **Scope and Sequence of Learning Activities (**include Warm-Up, Strategies, Assessments, Closure/Reflection, etc.; Indicate how the activities in the scope and sequence engage the student behaviors described by the look-fors and skills above**)** | | |
| PROCEDURES/ACTIVITIES (**W.H.E.R.E.T.O**.):  Go over homework  **Collect all Forms**  **Daily Lesson:**  **Warm up on Real Number System**  **KEY CONCEPTS**  [**Power point on Square and Cubic Roots**](A1H_SimplifyRadicals_Powerpoint%5b2%5d.pptx)  [**Handout on Simplifying Square Roots**](Simplifying%20Radicals.txt.pdf)  [**Handout Simplifying Cubic Roots**](Simplifying%20Square%20Roots%20and%20Cubic%20Roots.pdf) | | |
| **Homework Activity** (ensure homework is meaningful, appropriate, and utilized as formative feedback) | | |
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| **Materials and Resources** | | **Strategies for Differentiation, Critical Thinking, Authentic Learning, Collaboration, Student-Centered Rigor** |
| Smart Board  Pencil/highlighters  Whiteboard  PowerPoint  Elmo  Graphing Calculators | | * Cooperative Learning * Smart Board Activities * Problem Solving Strategies * Questioning for Higher Order Thinking * STEM Applications |
| **Teacher Evaluation of Learning Plan (Notes for Future Use)** | | |
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| **Teacher:**  **Cynthia Morgan** | | **Subject:**  **Algebra Series** |
| **Unit Title:**  **UNIT One**[**:** Variables and Expressions](file:///E:\STORE%20N%20GO\Algebra%201Part%201\Unit%201%20Variables%20and%20Expressions\Algebra_I_Part_1_Unit_Guide%5b1%5d.doc)  **(0-3) Review Integer Operations**  **(0-4) Review Adding and Subtracting**  **Rational Numbers** | | **Day #: 3**  **Date:09-10-2012** |
| **VA SOL Objectives:**  **A.1** The student will represent verbal quantitative situations algebraically and evaluate these expressions for given replacement values of the variables.  **A.3** The student will express the square roots and cube roots of whole numbers and the square root of a monomial algebraic expression in simplest radical form.  **A.4** The student will solve multistep linear and quadratic equations in two variables, including  b) justifying steps used in simplifying expressions and solving equations, using field properties and axioms of equality that are valid for the set of real numbers and its subsets;  **Graphing calculators will be used both as a primary tool in solving**  **problems and to verify algebraic solutions.** | | |
| **VA Beach Objectives:**   |  |  | | --- | --- | | **A1H.EX.1.1** | The student will be able to discriminate between subsets of the real number system. | | **A1H.EX.1.2** | The student will estimate and express the square roots and cube roots of whole numbers. **(SOL A.3)** | | **A1H.EX.1.3** | The student will write mathematical expressions for verbal expressions and verbal expressions for mathematical expressions, and evaluate the expressions for given replacement values of the variables, including applications in science, technology, engineering, or mathematics (STEM). (SOL A.1) | | **A1H.EQ.1.4** | The student will identify and apply the field properties and axioms of equality valid for sets of real numbers and its subsets. (SOL A.4 b) | | **A1H.EX.1.5** | The student will perform operations with real numbers, using order of operations to  evaluate numeric and variable expressions, including applications in science,  technology, engineering, or mathematics (STEM), and will simplify algebraic  expressions. **(SOL A.1** | | | |
| **Enduring Understandings** | | **Essential Question(s)** |
| **ORDER, COMMUNICATION, AND RULES OF MATHEMATICS**   1. Mathematics consists of rules and structures that provide guidelines by which we perform operations and make calculations. 2. Algebra is a tool for describing and representing patterns and relationships and reasoning about quantitative situations so that the relationships become apparent. 3. Numbers can be categorized into sets and the characteristics of the numbers in those sets affect the way we perform operations with those numbers. | | 1. **Why is order important?**    1. Why did mathematicians create an order of operations and how do they affect how we perform calculations?    2. How do operations with rational numbers compare to operations with integers?    3. How are numbers categorized and how do the characteristics of those numbers affect how we make calculations with them?    4. How do properties of real numbers affect how we perform calculations? 2. **What does it mean to communicate mathematically?**    1. How do we communicate different situations using the rules of mathematics?    2. How can you explain real world situations using algebra? |
| **21st Century Learning Look-For (Critical Thinking, Innovation, Problem Solving, Collaboration)** | | |
| Students successfully grapple with higher-order questions asked by teacher.  Students articulate meaningful responses to “so what” (what if, why).  Students generate higher-level questions.  Students engage in authentic learning activities and/or create authentic work.  Students defend positions with justification based on factual evidence and data.  Students analyze and solve problems by generating a variety of ideas and solutions. | | Students recognize and pose problems inherent in a given situation.    Students adapt learned knowledge to more complex/ambiguous situations.  Students use and explain the right method of thinking (reasoning, decision making, problem solving, making judgments).  Students evaluate and communicate their own thinking.  Students make connections and predictions using prior knowledge.  Students select, create, use and communicate effectiveness of a variety of tools, such as graphic organizers. |
| **VBCPS Continuum for 21st Century Skills**  (Utilizing the 21st Century Skills Continuum, indicate which 21st century skills students will engage in through this plan – the use of these skills should be evident in the scope and sequence) | | **Assessments – Formative and Summative**  (How will students demonstrate understanding? How will you know students are “getting it”?) |
| **Critical Thinking**  **Creative/Innovative Thinking**  **Problem Solving**  **Information Literacy**  **Listening** | **Collaboration**  **Communication**  **Social Responsibility**  **Sustainability**  **Interdependence**  **Health Literacy** | * SEE PAGE 2E in Teacher’s Edition for more Formative Assessments * Teacher Observation – checklists or informal observations of individual student understanding * Formative Questioning – whole group, small group or individual questioning of student understanding * White Boards – quick checks of concept understanding * Homework checks and quizzes * Exit Tickets * Quia Games – <http://www.quia.com/web> 30-day free trial available; otherwise this website now requires a subscription fee * Games (BINGO, Jeopardy, Dominoes, Teacher-made gameboards, Tic-Tac-Toe, etc.)   **Summative Assessment**   * **UNIT 1 QUIZ or Textbook Assessments in Chapter 1 Resource Masters (Mid-Chapter Test covers 1-1 through 1-4 (page 59), Chapter Quizzes (page 57)** * [Assessment Matrix](file:///E:\Assessment%20Matrix%20Secondary%20Mathematics.docx) |
| **Scope and Sequence of Learning Activities (**include Warm-Up, Strategies, Assessments, Closure/Reflection, etc.; Indicate how the activities in the scope and sequence engage the student behaviors described by the look-fors and skills above**)** | | |
| PROCEDURES/ACTIVITIES (**W.H.E.R.E.T.O**.):  Go over homework  **Collect all Forms**  **Daily Lesson:**  **Part 1**   * **Review Integer Operations** * [**Quiz on Integer Operations**](file:///C:\Users\chmorgan\Desktop\Unit_1_Integer_Review_Quiz%5b1%5d.doc)   **Part 2**   * [**Review Adding and Subtracting Rational Numbers Ppt**](file:///C:\Users\chmorgan\Desktop\adding%20and%20subtracting%20%20rat%20no%20ppt.ppt)   [**Independent Practice**](file:///C:\Users\chmorgan\Desktop\Adding+Subtracting%20Rational%20Numbers.pdf) | | |
| **Homework Activity** (ensure homework is meaningful, appropriate, and utilized as formative feedback) | | |
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| **Materials and Resources** | | **Strategies for Differentiation, Critical Thinking, Authentic Learning, Collaboration, Student-Centered Rigor** |
| Smart Board  Pencil/highlighters  Whiteboard  PowerPoint  Elmo  Graphing Calculators | | * Cooperative Learning * Smart Board Activities * Problem Solving Strategies * Questioning for Higher Order Thinking * STEM Applications |
| **Teacher Evaluation of Learning Plan (Notes for Future Use)** | | |
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| **Teacher:**  **Cynthia Morgan** | | **Subject:**  **Algebra Series** |
| **Unit Title:**  **UNIT One**[**:** Variables and Expressions](file:///E:\STORE%20N%20GO\Algebra%201Part%201\Unit%201%20Variables%20and%20Expressions\Algebra_I_Part_1_Unit_Guide%5b1%5d.doc)  **(0-5) Review Multiplication and Division**  **of Rational Numbers**   * 1. **Writing Verbal Expressions**   **Algebraically** | | **Day #: 4**  **Date:09-12-2012** |
| **VA SOL Objectives:**  **A.1** The student will represent verbal quantitative situations algebraically and evaluate these expressions for given replacement values of the variables.  **A.3** The student will express the square roots and cube roots of whole numbers and the square root of a monomial algebraic expression in simplest radical form.  **A.4** The student will solve multistep linear and quadratic equations in two variables, including  b) justifying steps used in simplifying expressions and solving equations, using field properties and axioms of equality that are valid for the set of real numbers and its subsets;  **Graphing calculators will be used both as a primary tool in solving**  **problems and to verify algebraic solutions.** | | |
| **VA Beach Objectives:**   |  |  | | --- | --- | | **A1H.EX.1.1** | The student will be able to discriminate between subsets of the real number system. | | **A1H.EX.1.2** | The student will estimate and express the square roots and cube roots of whole numbers. **(SOL A.3)** | | **A1H.EX.1.3** | The student will write mathematical expressions for verbal expressions and verbal expressions for mathematical expressions, and evaluate the expressions for given replacement values of the variables, including applications in science, technology, engineering, or mathematics (STEM). (SOL A.1) | | **A1H.EQ.1.4** | The student will identify and apply the field properties and axioms of equality valid for sets of real numbers and its subsets. (SOL A.4 b) | | **A1H.EX.1.5** | The student will perform operations with real numbers, using order of operations to  evaluate numeric and variable expressions, including applications in science,  technology, engineering, or mathematics (STEM), and will simplify algebraic  expressions. **(SOL A.1** | | | |
| **Enduring Understandings** | | **Essential Question(s)** |
| **ORDER, COMMUNICATION, AND RULES OF MATHEMATICS**   1. Mathematics consists of rules and structures that provide guidelines by which we perform operations and make calculations. 2. Algebra is a tool for describing and representing patterns and relationships and reasoning about quantitative situations so that the relationships become apparent. 3. Numbers can be categorized into sets and the characteristics of the numbers in those sets affect the way we perform operations with those numbers. | | 1. **Why is order important?**    1. Why did mathematicians create an order of operations and how do they affect how we perform calculations?    2. How do operations with rational numbers compare to operations with integers?    3. How are numbers categorized and how do the characteristics of those numbers affect how we make calculations with them?    4. How do properties of real numbers affect how we perform calculations? 2. **What does it mean to communicate mathematically?**    1. How do we communicate different situations using the rules of mathematics?    2. How can you explain real world situations using algebra? |
| **21st Century Learning Look-For (Critical Thinking, Innovation, Problem Solving, Collaboration)** | | |
| Students successfully grapple with higher-order questions asked by teacher.  Students articulate meaningful responses to “so what” (what if, why).  Students generate higher-level questions.  Students engage in authentic learning activities and/or create authentic work.  Students defend positions with justification based on factual evidence and data.  Students analyze and solve problems by generating a variety of ideas and solutions. | | Students recognize and pose problems inherent in a given situation.    Students adapt learned knowledge to more complex/ambiguous situations.  Students use and explain the right method of thinking (reasoning, decision making, problem solving, making judgments).  Students evaluate and communicate their own thinking.  Students make connections and predictions using prior knowledge.  Students select, create, use and communicate effectiveness of a variety of tools, such as graphic organizers. |
| **VBCPS Continuum for 21st Century Skills**  (Utilizing the 21st Century Skills Continuum, indicate which 21st century skills students will engage in through this plan – the use of these skills should be evident in the scope and sequence) | | **Assessments – Formative and Summative**  (How will students demonstrate understanding? How will you know students are “getting it”?) |
| **Critical Thinking**  **Creative/Innovative Thinking**  **Problem Solving**  **Information Literacy**  **Listening** | **Collaboration**  **Communication**  **Social Responsibility**  **Sustainability**  **Interdependence**  **Health Literacy** | * SEE PAGE 2E in Teacher’s Edition for more Formative Assessments * Teacher Observation – checklists or informal observations of individual student understanding * Formative Questioning – whole group, small group or individual questioning of student understanding * White Boards – quick checks of concept understanding * Homework checks and quizzes * Exit Tickets * Quia Games – <http://www.quia.com/web> 30-day free trial available; otherwise this website now requires a subscription fee * Games (BINGO, Jeopardy, Dominoes, Teacher-made gameboards, Tic-Tac-Toe, etc.)   **Summative Assessment**   * **UNIT 1 QUIZ or Textbook Assessments in Chapter 1 Resource Masters (Mid-Chapter Test covers 1-1 through 1-4 (page 59), Chapter Quizzes (page 57)** * [Assessment Matrix](file:///E:\Assessment%20Matrix%20Secondary%20Mathematics.docx) |
| **Scope and Sequence of Learning Activities (**include Warm-Up, Strategies, Assessments, Closure/Reflection, etc.; Indicate how the activities in the scope and sequence engage the student behaviors described by the look-fors and skills above**)** | | |
| PROCEDURES/ACTIVITIES (**W.H.E.R.E.T.O**.):  Go over homework  **Collect all Forms**  **Daily Lesson:**  **Part 1**   * [**Review Multiplication and Divisin of Rational Numbers Ppt**](file:///I:\STORE%20N%20GO\Algebra%201Part%201\milt%20div%20rat%20no%20pt.ppt) * **Group Practice on Mult/Div Rational Numbers**   **Part 2**   * [**Writing Verbal Expressions Algebraically Ppt**](file:///I:\STORE%20N%20GO\Algebra%201Part%201\Writing%20verbal%20expressions%20algebraically.ppt)   [**StudyNotes on Variables and Expressions**](file:///I:\STORE%20N%20GO\Algebra%201Part%201\Study%20Guide%20and%20Notes%20Variables%20and%20Expressions.pdf) | | |
| **Homework Activity** (ensure homework is meaningful, appropriate, and utilized as formative feedback) | | |
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| **Materials and Resources** | | **Strategies for Differentiation, Critical Thinking, Authentic Learning, Collaboration, Student-Centered Rigor** |
| Smart Board  Pencil/highlighters  Whiteboard  PowerPoint  Elmo  Graphing Calculators | | * Cooperative Learning * Smart Board Activities * Problem Solving Strategies * Questioning for Higher Order Thinking * STEM Applications |
| **Teacher Evaluation of Learning Plan (Notes for Future Use)** | | |
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